

## Giving a Name to Your Skills - LESSON ONE

### Core Competencies:

- Communication
- Thinking
- Personal & Social

### Big Ideas:

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals

### Curricular Competencies:

- Use self-assessment and reflection to develop awareness of their strengths, preferences and skills

In this lesson, students will be introduced to occupational skills and their descriptions. After working as a group to define each skill, students will have the opportunity to identify skills that may be necessary in certain occupations, then think about their own personal skills.

1. What are skills? Start with a brainstorming discussion about the skills needed to be a successful student in your classroom. Examples may include time management skills, creativity, and ability to work with others. Ask students if they feel that similar skills are needed when people go to work. Follow up with a think-pair-share and ask students to think about the people they know who go to work each day (i.e.: parents). Ask them to think about what skills they think those workers have in their own jobs, and add to your brainstorming list of skills when shared.
2. Explain to students that the generated list of skills are necessary for being both a successful student, and to be a successful worker, however there are fourteen essential skills that are believed to be useful when learning about careers.
3. SKILLS BALDERDASH:
  - a. Distribute one "Skills Balderdash" worksheet to set of partners. Explain that you would like each group to write what they think each skill means, Stress that the definition does not need to be correct, it just needs to be creative. You will be reading out a sample of definitions from the class (~3-4) along with the correct definition, and students will have to guess which definition is correct.
  - b. Once students have handed in their definitions, select 3-4 responses and read them with your own. Have students work with their partner to decide what is the correct definition. They will often laugh at the other definitions!
4. See Lesson Two for a follow up activity to reinforce the definitions the next day

## SKILLS BALDERDASH

Write a definition for each skill listed, it doesn't need to be correct, it just needs to be creative!  
(Don't share your definitions with your neighbours...shhhh!)

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<b>OBJECT ORIENTED:</b> You are interested in finding out...	<b>SOCIAL:</b> You like...
<b>CLERICAL ABILITY:</b> The ability to understand...	<b>INNOVATIVE:</b> You like to...
<b>SPATIAL PERCEPTION:</b> The ability to...	<b>METHODICAL:</b> You enjoy...
<b>MANUAL DEXTERITY:</b> The ability to...	<b>DIRECTIVE:</b> The ability to...
<b>GENERAL LEARNING ABILITY:</b> The ability to...	<b>VERBAL &amp; WRITTEN COMPREHENSION:</b> The ability to...
<b>DETAIL ORIENTED:</b> The ability to...	<b>FINGER DEXTERITY:</b> The ability to...
<b>MOTOR COORDINATION:</b> The coordination of:	<b>NUMERICAL ABILITY:</b> The ability to...

## SKILLS BALDERDASH - ANSWER KEY

<p><b>OBJECT ORIENTED:</b> You are interested in finding out...</p> <p>How things operate and how they are built</p>	<p><b>SOCIAL:</b> You like...</p> <p>Working with people and cooperating with others to get something done</p>
<p><b>CLERICAL ABILITY:</b> The ability to understand...</p> <p>Understand written material and numbers and able to proofread</p>	<p><b>INNOVATIVE:</b> You like to...</p> <p>Explore things, and experimenting to solve problems. You like to be challenged.</p>
<p><b>SPATIAL PERCEPTION:</b> The ability to...</p> <p>Understand the size, distance or depth of the environment</p>	<p><b>METHODICAL:</b> You enjoy...</p> <p>A set routine and following rules and procedures</p>
<p><b>MANUAL DEXTERITY:</b> The ability to...</p> <p>Use your hands skilfully, move and turn objects and use hand tools</p>	<p><b>DIRECTIVE:</b> The ability to...</p> <p>Give directions and instructions. You are independent and able to make decisions.</p>
<p><b>GENERAL LEARNING ABILITY:</b> The ability to...</p> <p>Understand instructions and make judgements about things</p>	<p><b>VERBAL &amp; WRITTEN COMPREHENSION:</b> The ability to...</p> <p>Analyze information and solve problems</p>
<p><b>DETAIL ORIENTED:</b> The ability to...</p> <p>See the fine details in objects and information</p>	<p><b>FINGER DEXTERITY:</b> The ability to...</p> <p>Work with small objects with your fingers</p>
<p><b>MOTOR COORDINATION:</b> The coordination of:</p> <p>Your body (arms, legs, hands etc) in large or small movements</p>	<p><b>NUMERICAL ABILITY:</b> The ability to...</p> <p>Understand numbers and math</p>

## Skills Extension - LESSON TWO

### Core Competencies:

- Communication
- Thinking
- Personal & Social

### Big Ideas:

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals

### Curricular Competencies:

- Use self-assessment and reflection to develop awareness of their strengths, preferences and skills

This lesson is provided as a follow up activity to reinforce the skills definitions introduced in lesson one.

1. Cut out each set of definitions and skills and put them into an envelope (make enough so that each set of partners in the class can have an envelope).
2. Group students in partners and give each an envelope. On their desk, have students match the essential skill with the definition of the skill. When finished, have students walk around and help each other with any missed definitions.

MATCHING ACTIVITY - SKILLS

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OBJECT ORIENTED	SOCIAL
CLERICAL ABILITY	INNOVATIVE
SPATIAL PERCEPTION	METHODICAL
MANUAL DEXTERITY	DIRECTIVE
GENERAL LEARNING ABILITY	VERBAL & WRITTEN COMPREHENSION
DETAIL ORIENTED	FINGER DEXTERITY
MOTOR COORDINATION	NUMERICAL ABILITY

## MATCHING ACTIVITY - DEFINITIONS

<p>You are interested in finding out how things operate and how they are built</p>	<p>You like working with people and cooperating with others to get something done</p>
<p>The ability to understand written material and numbers, and able to proofread</p>	<p>You like to explore things, and experiment to solve problems. You like to be challenged.</p>
<p>The ability to understand the size, distance or depth of the environment</p>	<p>You enjoy a set routine and to follow rules and procedures</p>
<p>The ability to use your hands skilfully, move and turn objects and use hand tools</p>	<p>The ability to give directions and instructions. You are independent and able to make decisions.</p>
<p>The ability to understand instructions and make judgements about things.</p>	<p>The ability to analyze information and solve problems.</p>
<p>The ability to see the fine details in objects and information.</p>	<p>The ability to work with small objects with your fingers.</p>
<p>The coordination of your body (arms, legs, hands etc) in large or small movements.</p>	<p>The ability to understand numbers and arithmetic.</p>